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ABSTRACT

This report on child care and the Federal government's role in child care is based on the National Networking Conference on the Absent Parent which was held May 9-10, 1988 under the sponsorship of the President's Intergovernmental Advisory Council on Education (IACE). The report begins with 12 recommendations concerning day care and latchkey programs, and continues with a summary of the dialogues. The emphasis throughout the dialogues was on the responsibility and control parents have in the education and upbringing of their children. The keynote speaker, United States Congressman, Thomas J. Tauke, set the theme for the conference by asking the participants and attendees to ponder the options available for care for latchkey children. Topics discussed by other speakers included corporate contributions to the needs of the absent parent, private and community resources available for child care, and perspectives on current child care programs. The report also includes letters from President Reagan and Secretary of Education William J. Bennett, the conference agenda, a list of IACE members, biographies of the speakers and panelists, and a list of conference participants. (RJC)

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A Report to the President of the United States

INTERGOVERNMENTAL ADVISORY COUNCIL ON EDUCATION

PS 017-382

August 1988

A Report to the President of the United States

INTERGOVERNMENTAL
ADVISORY COUNCIL
ON
EDUCATION

NATIONAL NETWORKING CONFERENCE
TOPIC: THE ABSENT PARENT

Washington, D.C.
May 9–10, 1988

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Foreword—From The IACE Chairman

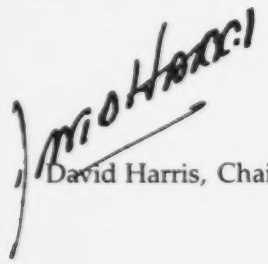
The Intergovernmental Advisory Council on Education (IACE) was first established by Congress (P.L. 96–88) in 1979. The Council is composed of twenty members who are appointed by the President of the United States.

Among the members are elected state and local officials, parents, students, businessmen and women from the private sector, and representatives of public and private elementary, secondary, and postsecondary education. The Under Secretary of Education is an ex-officio member.

The Council provides assistance and makes recommendations to the President, the Congress, and the Secretary of Education in the areas of educational intergovernmental policies and regulations. Additionally, the Council may review existing and proposed rules or regulations concerning federal education programs, to assess their probable impact on state and local governments and public and private educational institutions.

It is the responsibility of the Council to provide a forum for representatives of federal, state and local governments and private entities to discuss educational issues. These discussions form the basis for recommendations to improve the administration and operation of federal education and education-related programs, and to promote better intergovernmental relations.

The third national networking conference, which focused on the Absent Parent, brought together key policy and decision makers from the various intergovernmental levels in education, government, and the private sector. This report presents the information, summary and recommendations resulting from that conference.



David Harris, Chairman

THE WHITE HOUSE

WASHINGTON

May 6, 1988

I am delighted to extend warmest greetings to everyone gathered in our Nation's Capital to attend the 1988 conference on "The Absent Parent" sponsored by the Intergovernmental Advisory Council on Education.

The focus of your program is of great concern to all those involved in the education of our nation's young people, from parents to educators to representatives of our communities at large. Obviously, the parents are a child's first teacher, and what they do to help their child learn is of paramount importance to all of us. Your attention to the challenges and possibilities of parental accountability and responsibility is commendable, and I very much look forward to receiving your report and recommendations after the conference has ended.

My best wishes for continued success in your important efforts to improve education for the youth of our Nation. May God bless and keep you all.

Ronald Reagan

UNITED STATES DEPARTMENT OF EDUCATION

THE SECRETARY

May 6, 1988

TO THE PARTICIPANTS IN THE NATIONAL NETWORKING
CONFERENCE ON "THE ABSENT PARENT"

Greetings to everyone participating in the National Networking Conference on "The Absent Parent."

As Secretary of Education, I am reminded time and again of the importance of parents in the education of their children. It is parents who impart to their children moral standards, discipline, life ambitions, security and confidence.

I appreciate your good work in this important area. You have my best wishes for a productive conference.

William J. Bennett

400 MARYLAND AVE., S.W. WASHINGTON, D.C. 20202

Intergovernmental Advisory Council on Education

National Networking Conference on

"The Absent Parent"

GRAND HYATT
Lafayette Park Salon

Monday, May 9

8:15 – 9:15 a.m. REGISTRATION and Continental Breakfast

9:15 a.m. MESSAGE from the IACE Chairman, David Harris

9:30 a.m. OPENING REMARKS:
The Honorable Thomas J. Tauke
U.S. House of Representatives

10:00 a.m. TARGETING THE ISSUES
Dr. James Egan, Children's Hospital National Medical Center
Dr. Brad E. Sachs, The Father Center
Pat Fagan, Free Congress Research and Education Foundation
Bob Woodson, National Center for Neighborhood Enterprise
Dr. Elizabeth Ruppert, Consultant on Education and the Family

12:00 Noon LUNCHEON
REMARKS:
Mrs. Lamar (Honey) Alexander
Corporate Child Care, Inc.

1:30 p.m. RESEARCH ON THE ABSENT PARENT
Dr. C. Emily Feistritzer, National Center for Education Information

2:00 p.m. PARENTAL INVOLVEMENT
Linus Wright, Under Secretary of Education

2:30 p.m. CORPORATE SECTOR CONTRIBUTIONS TO THE NEEDS OF THE ABSENT PARENT
Allan Northcutt, Southwestern Bell Corp.

Monday, May 9 (Cont'd)

2:30 p.m. Loretta Jacobson, Nyloncraft, Inc., Director of the Learning Center

5:00 p.m. SOCIAL HOUR/INFORMAL DIALOGUE

Tuesday, May 10

8:00 – 8:45 a.m. COFFEE

8:45 a.m. MESSAGE from the IACE Vice Chairman, George Smith

9:00 a.m. REMARKS:
Douglas J. Besharov
American Enterprise Institute

9:30 a.m. PROGRAMS THAT WORK
Dr. Sally Koblinsky, AHEA/Whirlpool Foundation's Project Home Safe
Maria Salvador, Coordinator of Children's Services, Martin Luther King Library
Eunice Dirlis, Association of Christian Schools International
Judas Ziemba, Genesis Health Ventures, Inc.
Shelle Millington, A Child's Place, Inc.

11:00 a.m. SOLUTIONS AND RECOMMENDATIONS
John Ourth, Principal, Oak Terrace School, Highwood, Illinois
Wayne Stanton, Administrator, Family Support Administration, HHS
Virginia Lamp Thomas, U.S. Chamber of Commerce
David Halbrook (D), Mississippi State Representative
Gordon S. Jones, Heritage Foundation

12:30 p.m. LUNCHEON
REMARKS:
Mrs. William J. (Elayne) Bennett
Georgetown University

1:30 p.m. SUMMATION
ADJOURNMENT

Intergovernmental Advisory

Hon. David Harris, Chairman
Illinois State Representative
Arlington Heights, Illinois
Appointed 1987

David Harris

Hon. George N. Smith
Vice Chairman, 1985-1988
Vice President
Rauscher, Pierce, Refsnes, Inc.
Flagstaff, Arizona
Appointed 1982

George N. Smith

Hon. John K. Andrews, Jr.
President
Independence Institute
Denver, Colorado
Appointed 1985

John K. Andrews, Jr.

Hon. Lana Bethune
Former High School Teacher
Little Rock, Arkansas
Appointed 1986

Lana Bethune

Hon. Larry D. Dixon
Alabama State Senator
Montgomery, Alabama
Appointed 1986

Larry D. Dixon

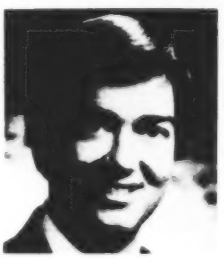
Hon. Joseph C. Harder
Kansas State Senator
Moundridge, Kansas
Appointed 1982

Joseph C. Harder

Hon. Paul M. Jenkins
Resource Teacher
Baker School of Music
San Diego, California
Appointed 1985

Paul M. Jenkins

Hon. William F. Owens
Colorado State Representative
Aurora, Colorado
Appointed 1987



William F. Owens

Hon. Kathie Regan Russo
Wife of the Ambassador to
Barbados and the Eastern Caribbean
St. James, Barbados
Appointed 1987

Kathie Regan Russo

Hon. Hugh D. Shine
Texas State Representative
Temple, Texas
Appointed 1987

Hugh D. Shine

The Under Secretary of Education serves

Council on Education

Gwen A. Anderson

Gwen A. Anderson
Executive Director
Washington, D.C.
Appointed 1988

Sterling R. Provost

Hon. Sterling R. Provost
Vice Chairman, 1988–
Assistant Commissioner
Utah State Board of Regents
Salt Lake City, Utah
Appointed 1985

Glenn S. Carew

Hon. Glenn S. Carew
Data Processing Director
Gray, Gray and Gray
Boston, Massachusetts
Appointed 1984

William M. Cooper

Hon. William M. Cooper
Superintendent
Kalispell School District #5
Kalispell, Montana
Appointed 1987

Selma S. Morrell

Hon. Selma S. Morrell
Education Consultant
Kensington, Maryland
Appointed 1984

James D. Nowlan

Hon. James D. Nowlan
Professor
Knox College
Galesburg, Illinois
Appointed 1987

James B. Tatum

Hon. James B. Tatum
Chairman, Board of Trustees
Crowder College
Anderson, Missouri
Appointed 1982

Gonzalo A. Velez

Hon. Gonzalo A. Velez
Department Chairman
Newark Board of Education
West Orange, New Jersey
Appointed 1982

Dorothy F. Zumwalt

Hon. Dorothy F. Zumwalt
Regent
Tulsa Junior College
Sapulpa, Oklahoma
Appointed 1987

as Ex-officio member of the Council.

REPORT TO THE PRESIDENT FROM THE INTERGOVERNMENTAL ADVISORY COUNCIL ON EDUCATION

Recommendations

1. All latchkey and child care options should offer optimum parental choice and maximum flexibility. Parental responsibility and control should be paramount in the education and upbringing of children.

2. There should be no discrimination against families in which one parent stays at home to care for their children. A tax credit should go to all parents regardless of whether or not both parents are in the work force, thereby strengthening the family. Low-income families that would not sufficiently benefit from a tax credit should be supplemented by a certificate/voucher for their latchkey and child care needs.

3. There should be no governmental discrimination against any type of child care provider, including church-related providers. Parents should become educated consumers and be empowered through information to choose the option best suited to their needs. Choices should not be restricted to a few government-sponsored child care providers.

4. The federal government should not establish national standards for latchkey and child care services. The federal role should be limited to addressing the liability insurance crisis facing many facilities, and to providing incentives (including tax incentives to businesses) to improve the affordability and availability of child care. The federal government should assist states and localities by identifying programs that work and disseminating information about these programs.

5. Any child care oversight and regulation should be established at the state and local level. Safety standards should be paramount, but all regulations and restrictions should be kept to a minimum. Too many regulations can drive up the costs of child care and discourage interested parties from entering the child care field.

6. Research on latchkey and child care options should focus on what works, particularly in low-income communities. Social policy should not be provider-driven, but driven directly by the needs of communities and individuals. Attention and resources should be given to those existing support systems in communities that have been proven to work, including families, extended families, friends, and churches.

7. States, local communities, schools, parents, businesses and others in the private sector should be encouraged to form partnerships to address and provide for the latchkey and child care needs of each community.

8. Parents are their children's first teachers, and should be encouraged to be vigilant in their involvement in their children's education. Parent/teacher conferences should be held regularly to discuss the growth and development of the children, rather than being held only when problems arise.

9. The school curriculum should be strengthened, ensuring that it incorporates the formation of character development, stresses individual responsibility and accountability, and teaches morals and values. Teachers continue to serve as role models for children, and should uphold a high moral code in their instruction and actions.

10. The use of intergenerational programs, which have proven to successfully utilize the talents and resources of the older generation for the benefit of families with children, should be encouraged and expanded.

11. Caution should be exercised to ensure that state-sponsored latchkey and child care providers do not drive private sector providers out of the marketplace.

12. The critical role the father plays in child-rearing should be emphasized through education programs aimed at young boys. Parental responsibility must be stressed for men as well as women.

The Absent Parent: National Networking Conference

PROGRAM SUMMARY

Although advances in technology may have changed our lives, the need for traditional parenting has not changed. As more women enter the work force, and with the rising number of single-parent homes, the availability and quality of latchkey and child care is of great importance to our country in terms of the impact on the education of these children. Parents are currently choosing from a variety of latchkey and child care options, and the child care market reflects enormous diversity. The roles of business and industry, state and local government, and community and private resources in addressing the needs of the absent parent was the focus of a recent national conference.

Sponsored by the President's Intergovernmental Advisory Council on Education, the National Networking Conference on the Absent Parent was held at the Grand Hyatt Hotel, Washington, D.C., on May 9–10, 1988. The conference was attended by public and private sector policymakers, researchers, educators, representatives of the business community, and leaders in the latchkey and child care fields.

United States Congressman Thomas J. Tauke (R-IA), the keynote speaker of the conference, provided his views on the importance of parental freedom of choice in the selection of care for children. Most conference panelists and speakers emphasized a central theme—one of parental responsibility and control in the education and upbringing of children. Parents are children's first teachers and, as such, should be vigilant in their involvement in the education and care of children.

KEYNOTE ADDRESS—ISSUES AND OPTIONS

Congressman Thomas J. Tauke (R-IA), the ranking Republican on the House Education and Labor Subcommittee on Human Resources, set the theme for the conference by asking the participants and attendees to ponder the options available to provide care for latchkey children:

> "First . . . what responsibility do you think government should have? Second . . . does the policy direct assistance to parents or does it direct assistance to providers? Third, does the policy rely on government bureaucracies and regulations to ensure quality care? Or does it empower parents to enforce quality of care, relying on the educated consumer? Fourth, does the policy narrow options by sanctioning only certain types of care or certain lifestyles, or does it increase options for parents by subsidizing or giving assistance regardless of the choice parents make about what kind of care they want for their children?"

Tauke noted that the whole child care issue, including the latchkey issue, is presently a hot political issue in Congress. The sheer number of children and the

sheer number of parents that are affected has put children's issues high on the national agenda.

"Our objective, if I can state it in simple terms, is to increase the options for parents, not reduce the options for parents."

The Honorable Thomas J. Tauke
U.S. House of Representatives

Today, some would like to make the caring of children substantially a government function in the future. They see the government as child-rearers; they want the government to not only subsidize child care but also be the provider and the regulator of child care.

The other approach, which stresses parental responsibility and accountability, is designed to empower parents to do a better job of caring for their own children, giving people a broader array of options from which to choose in making decisions for their children.

Thus there are two divergent views: one, where the government assumes greater responsibility; the other, where the government attempts to give individuals the wherewithal to be able to make choices themselves, and where the government doesn't establish any bias in favor of one particular choice by a parent as opposed to another.

Congressman Tauke cited a variety of statistics relating to the family. There are 8.2 million children under age 5 with working mothers, and about 18.3 million children ages 5 to 14 with working mothers. In 1986, 14.6 million children lived with only one parent, 2½ times what it was in 1960. Out-of-wedlock births have increased. In 1984, 57 percent of teenage births were to unmarried mothers, and about one-fourth of all births to 20- to 24-year-olds were to unmarried mothers. Additionally, some estimate that as many as 5 to 10 million children under the age of 13 come home every school day to no adult supervision.

"We will attempt to ensure that parents are educated about choices that are available to them and try to make them wary and educated consumers."

The Honorable Thomas J. Tauke
U.S. House of Representatives

Congressman Tauke did emphasize that, despite the figures cited above, the American family is coping fairly well. A survey in 1987 found that 94 percent of families are highly satisfied with their family relationships.

With the various concerns cited by Congressman Tauke serving as a backdrop, a distinguished group of educators, medical specialists, researchers, business people and authors discussed absent parent issues and provided examples of actions being taken to address these concerns.

TARGETING THE ISSUES

"Where the Department of Education can really push forward, and government as well, is in the area of research...I think the academe ought to be very strong in defending the openness of research across all parameters and all variables."

Dr. Pat Fagan
Free Congress Research and Education Foundation

Pat Fagan, Executive Vice President of the Free Congress Research and Education Foundation, spoke on the decline of the "traditional" family, which lies at the core of the issues surrounding the absent parent. Mr. Fagan stated that western civilization has, for the last couple of hundred years, been in a gradual drift into narcissism, and that this drift has accelerated significantly in the present generation. This increased narcissism has led to collapsed marriages, with its attendant damage to the family.

"I think it's almost axiomatic," Mr. Fagan stated, "that the more we do to shore the marriage, the better the children will be." He added, "What we must do, I think, is pull the child care debate much more back into what is actually happening within the family and, as families work out their own intimate decisions of how best to grapple with the pulls between economic necessity and the desire to give the best for their children, that they have both the

maximum information...and maximum resources with flexibility so they can make those intimate decisions to the best they see for that particular family."

Family structure and its impact on children were discussed in detail by Dr. James Egan. As Chairman of the Department of Psychiatry at Children's Hospital National Medical Center, Dr. Egan presented a unique perspective on the absent parent, with particular attention to the effect on the child when a father is absent.

Dr. Egan rated the family structure in terms of its positive and negative effect on children. The intact or traditional family was described as most conducive to child development. Second was a mother raising the child and the father dead; third on his list was the parents divorced, neither remarried and the mother retaining custody; fourth was the parents divorced, the mother remarried and retaining custody if the child is up to 8 years old; and finally, the "Brady Bunch" situation in which a couple marries and brings with them their respective children from a previous marriage.

"Let's stop asking, does Mommy work, is Daddy not at home, is there somebody in the house at 3:00 p.m. Let's rather ask, if we can, what is the meaning of the experience to the child, and that will lead us to some very hard answers."

Dr. James Egan
Children's Hospital National Medical Center

Dr. Egan explained that, in terms of child development, a child does better in a home in which the father is dead because that child grows up "without the moment-by-moment, day-by-day, month-by-month personal narcissistic wound that the father has elected not to be with him." When asked about the effects divorce and an absent father have on a child, Dr. Egan replied, "It's highly correlated with delinquency... unwanted pregnancy...suboptimal academic performance... substance abuse, and with difficulties in maintaining commitments in a sustained way."

Dr. Brad Sachs, a clinical psychologist specializing in marital and family therapy and Director of the Father Center, pointed out that different language is used in research regarding the absence of fathers. When the mother is gone, the phrase is maternal deprivation. The corollary phrase is not paternal deprivation; rather, the phrase used is father absence. This phrase implies that whether the father is present or absent is not tremendously important. Thus, says Dr. Sachs, "We see that in some ways men are just not taken seriously as caregivers."

Dr. Sachs emphasized that by educating and involving fathers in the parenting process, stressing the value of parenthood as something viable and meaningful, they will then be brought into the political debate as active and educated supporters of child care issues.

"One public policy initiative to think about would be to focus some of our educational system more on what takes place in a family, what takes place in family life, aside from just sex education."

Dr. Brad Sachs
The Father Center

Dr. Sachs also spoke of the changing family structure in terms of today's more technological society. While technology has changed, the need for traditional parenting has not. A number of parents do not accept the responsibilities of parenthood due to materialistic desires. "If we constantly think in terms of quality time," Dr. Sachs stated, "if we constantly think that all we want is just that special moment with our child when he or she says the first word or enters the school play or stuff like that, you don't see the whole point of what being a parent is all about. And then you have a situation where it's not just latchkey children who are at risk, you have a situation where parents are really missing out on what being a parent is all about."

"The thing that seems to make the difference in how kids achieve in school...is the involvement of either one or both parents in the kids' school-related activities."

Dr. C. Emily Feistritzer
National Center for Education Information

Demographic research on the issues surrounding the changing family structure, including what effects the aging of the American populace will have on children, was provided by Dr. Emily Feistritzer, President of the National Center for Education Information.

Dr. Feistritzer pointed out that "in 1970, 85 percent of all the children in this country under 18 lived with both parents; but in 1986, that proportion had dropped from 85 percent to 74 percent...children more and more have not been living with both parents."

High divorce rates and a staggering increase in children born out of wedlock have contributed to these figures. For example, in 1960, only 5 percent of all children born in this country were born out of wedlock; that percentage has climbed to 22 percent overall, and for blacks the figure has gone from 37 to 60 percent. The family support structure has undergone dramatic changes in the last several decades, leaving children in a volatile situation.

Demographic trends emphasize the financial struggle young people will be faced with as the older, voting community dramatically increases in numbers. "We've got a situation here where we're going to find ourselves with children representing a smaller and smaller proportion of the total population, and in greater and greater competition for the same dollar. In just 25 years, there will be as many people in this country over the age of 65 as there are under 18 years of age." Dr. Feistritzer noted that there already are examples in which the elderly have voted down school bond issues and other programs that specifically affect children.

Dr. Elizabeth Ruppert, a highly qualified and experienced consultant on education and the family, commented on the broader social and political dimensions of the statistics presented by Dr. Feistritzer and the observations of Drs. Egan and Fagan.

"The absent parent," observed Dr. Ruppert, "has become the centerpiece of a major sociopolitical debate between those favoring a parent-centered family and those favoring a government-centered family."

Policymakers of both parties are attempting to find social science solutions to a legislative agenda. "In so doing," said Dr. Ruppert, "they are limiting the role of the value dimension of family life, which is considered by many to be the sustaining force behind strong families."

"I think that those who are interested in choice would be wise to watch the development of the partnership concept to make sure that vouchers provided through partnerships would be available also to those wishing to use religious child care centers."

Dr. Elizabeth Ruppert
Consultant on Education and the Family

Recent attention in Congress has centered on legislation calling for a national comprehensive child care system, with all the attendant regulations and controls, which would favor a working family economy. "The legislation discriminates against families exercising the choice of parent-at-home care or religious child care," said Dr. Ruppert.

Another area Dr. Ruppert touched on in her discussions was how research institutions can overstep their mandate and enter the lobbying and legislative development arena. She cited the example of the National Academy of Science's (NAS) National Research Council Committee on Child Development, Research and Public Policy. In 1977, the Committee was given the task of finding a significantly broader and more policy-oriented approach to research in child development.

"Thus began the efforts by an elite group of social scientists to model the environment of the family after policies established in Northern European countries. The final research model chosen was that of the working family policy found today in Sweden," said Dr. Ruppert. She went on to point out, "Having apparently adopted a predetermined family policy in social philosophy, the NAS Committee on Child Development, Research, and Public Policy has crossed the line from advising government to using the Committee and its interlocking government agencies and affiliated institutions as a base for political activism."

In summing up her presentation, Dr. Ruppert observed that "the absent parent has been used by social scientists to try and create a government-centered family."

A government-regulated national child care system would not assist those in need and would further the disintegration of the family, according to Dr. Robert Woodson. As President of the National Center for Neighborhood Enterprise and Chairman of the Council for a Black Economic Agenda, Dr. Woodson expressed his concerns that the overwhelming majority of the money and assistance earmarked for the needy is absorbed and redirected by the middlemen, or "providers," in the multibillion-dollar industry called welfare.

Dr. Woodson emphasized the primary importance that families and local churches play in providing assistance in poor and ethnic communities, and how regulations and policies of federal and state-supported professional service providers have often perpetuated the problems of the poor. Dr. Fagan also commented on this in his presentation, saying, "When the Feds subsidize a behavior, you're going to get more of it."

Dr. Woodson pointed to two studies to support his case. The studies—one by Rachel and Donald Warren, the other by Arthur Naperstek at the University of California—found that "when low-income people in ethnic subgroups are faced with crises, the first individuals or institutions that they turn to in order of importance to them are their families, their extended family, friends, their local church, their ethnic subgroups...institutions within their immediate environment. The eighth institution that they turn to is a professional service provider." Dr. Woodson continued, "We tend to deliver services through the institution of last choice of those in need, and we wonder why we fail."

In elaborating on how these issues and policies have been framed by our provider-driven society, Dr. Woodson mentioned that often "the questions that are raised and the issues that are framed are not framed by the poor or those who would benefit from the policies, but by those who are providing for the poor...we have developed what I have called a poverty industry, consisting of people whose job it is and responsibility it is to frame policies in such a way that it is the provider who dictates what is done, regardless of the consequences."

Policies regarding day care regulation and certification were highlighted by Dr. Woodson. Regulation has been so severe sometimes that it has forced people to go outside the system to seek relief. Dr. Woodson pointed out

"We must begin to study the successes of low-income people in their own informal networks to determine what it is they are doing that is unique that provides services in a manner which best serves the needs of these people."

Dr. Bob Woodson
National Center for
Neighborhood Enterprise

that "80 percent of the kind of regulations that attend day care in most cities and most states alienate people from these institutions within their own environment." Dr. Woodson cited exemplary women who had raised five children on their own in public housing, were able to get off welfare within three years and send their children to college. Yet if such a woman wanted to open a day care center, sharing her obvious childrearing abilities with her neighbors, she could not be licensed in most states because she doesn't have a degree in early childhood education. He stated, "I find it fascinating that this is never debated, that we assume that certification is synonomous with qualification to serve."

Provider-driven public policy has, in Dr. Woodson's opinion, contributed significantly to the destruction of the family. Dr. Woodson called for a policy that would redistribute the funds to families for their use in providing day care, and eliminate the current anti-family regulation: "I think that anti-family, anti-community regulations should be removed as a condition for any voucher, and that we should give maximum flexibility to even allow people to contract with other family members to provide day care in a voucher arrangement." Dr. Fagan reinforced this idea, saying, "Whatever public policy solutions are given ought to be ones which leave the maximum amount of resources for the parents themselves to choose the route."

Douglas Besharov, a lawyer and Resident Scholar at the American Enterprise Institute for Public Policy Research, echoed the concerns cited by Dr. Woodson regarding anti-family policies and the need to allocate more effectively to the poor the financial resources necessary to meet their latchkey and child care needs. His remarks centered on legislative activity on child care and the significant costs associated with several bills pending in Congress. He also made several tax-related proposals which he felt would better address the needs of families and eliminate the anti-family, anti-choice effects of currently proposed legislation.

Mr. Besharov pointed out that most legislation dealing with child care is designed to assist the middle class and will do little to help low-income families. "The bill most likely to pass will not help low-income families as much as the middle class, who will get another entitlement of dubious social necessity." In reviewing the enormous cost of establishing a national child care program, as some legislation mandates, he asserted, "The eventual cost of a national child care subsidy could be staggering. Median parental expenditures for child care are currently about $2,000 a year. The cost of a full subsidy to the roughly 16 million eligible children with working mothers would be about $32 billion." Since most proposed legislative solutions to the child care problem include stiff licensing standards and lower staff-to-child ratios, the price tag for these bills could be significantly higher than $32 billion a year.

Mr. Besharov argued that the focus should be directed to those families with the greatest need. He noted that one of the bills "does not guarantee low-income families a minimum percentage of appropriated funds," and that "a desire to help the disadvantaged could be

better accomplished by spending more on existing federal child care programs, such as Head Start."

Statistics reveal how subsidizing child care centers will do little to help those who need help the most. According to the Census Bureau, 31 percent of college-educated (and thus generally wealthier) women with children under five use day care centers, compared with 15 percent of women without a high school diploma. About 55 percent of this latter group relies on relatives to care for their children, and 62 percent of women who use relatives pay nothing. "Few of these low-income mothers are likely to switch to center-based programs where they will have to pay a subsidized – but still significant – fee," Mr. Besharov asserted. Because of the legislation's licensing requirements, home-based care would not be subsidized unless it met these newly imposed requirements.

"Twenty-five thousand churches in this country provide child care. If they are driven out of the child care market it will be a terrible shame."

Douglas J. Besharov
American Enterprise Institute

Mr. Besharov believes the fairest and most efficient method of providing assistance to those in real need is to provide tax relief, for even the very poor have social security and other withholdings taken from their pay. Mr. Besharov highlighted several proposals for further tax relief, including:

1) increasing the personal exemption to offset the reductions in its value caused by inflation;

2) universalizing the child and dependent care tax credit so that it benefits all families, including those in which the mother stays home to care for the children; and

3) expanding the earned income tax credit and varying it by the size of the family.

Gordon Jones, Vice President for Government and Academic Relations at the Heritage Foundation, reinforced the assertion made by many of the speakers that there is a critical need to support the traditional family structure. He pointed out that much of the proposed legislation involving child care discriminates against parents wishing to stay home to care for their children, saying the legislation would, in effect, "subsidize mothers who leave the home or subsidize families where both parents leave the home and go into the work force." He added, "Society . . . needs to find ways to reinforce that ethic of the permanence of marriage."

"We have attacks in economic policy which militate very strongly against the traditional family."

Gordon S. Jones
Heritage Foundation

Mr. Jones followed up on Mr. Besharov's observation that tax policies should be developed to help shore up the family and provide child care assistance. He noted that "politicians also need to adopt the tax policy reforms that relieve some of those financial pressures on large families and on families who choose to make the economic sacrifice to keep one parent at home performing the socially useful task of raising children and socializing them into the kind of behavior that will allow our society to persist."

PARENTAL INVOLVEMENT

Linus Wright, Under Secretary of the U.S. Department of Education and former Superintendent of the Dallas Independent School District, focused his remarks on parental involvement and responsibility, strengthening the school curriculum, and working with the community in

addressing latchkey concerns. In speaking of the need to involve parents in the education process, Under Secretary Wright quoted Secretary Bennett: "Parents are the first teachers of our children, and that's the way it should be." Regarding the school curriculum, he stressed the importance of teaching character development and individual responsibility. The Under Secretary rejected the concept of a value-neutral curriculum and emphasized the role teachers play as models for students and their importance in imparting traditional values. He asserted that education cannot be disassociated from character-building, and that schools should take every opportunity to teach right and wrong and to help children choose the right way.

In defining the responsibilities of parents and schools, the Under Secretary said: "It is our (the school's) responsibility to offer a basic program of good education, providing quality instruction and a sound curriculum that includes not only academics but includes character development as well. But there is no subsitute for a parent."

"We must do everything we can to get parents actively involved in the education of their children so that they are not absent parents in the larger sense of lacking concern."

Linus Wright
Under Secretary of Education

The Under Secretary stressed that a dialogue between the parent and the teacher must be established, and that schools should encourage parents to increase their involvement in their child's education. "The parent has the greatest influence on young people," he stated. "But we have too many parents who are still children themselves, who need additional help and need guidance and direction, which the schools and teachers can provide." Under Secretary Wright advocated regular parent/teacher conferences to discuss the growth and development of the child, rather than conferences called only when problems arise.

Dr. Feistritzer's presentation of research supported the Under Secretary's assertion that parental involvement in a child's education is of vital importance: "The bottom line on the research about how children do in school really does seem to keep coming back to parental involvement and whether or not the parents are actively involved in either helping their children with their homework and talking to school people about how their children are doing in school and expressing some interest in what's going on in the school day...this variable, regardless of the family structure, seems to be the overriding determinant of student achievement."

The Under Secretary also spoke of his successes, as Superintendent of the Dallas Independent School District, in establishing before- and after-school latchkey programs, by working with the schools, non-profit organizations, and county-run programs like the recreation department. "One of the things we tried in Dallas...was to work with what we call the non-profit institutions of the community – YMCA, YWCA, and community action agencies – that were involved in the welfare of children. Day care or supervision before and after school is a real problem in our society today, particularly in an urban school like Dallas. We were fortunate there to be able to work out an agreement with the non-profit organizations that are children-oriented to allow them to use the school facilities before and after school at a minimal cost." Citing another successful solution to the latchkey problem during

his tenure as Superintendent, the Under Secretary described how the school district allowed the recreation department to use school playground facilities, restrooms and other facilities before and after school on a no-cost basis. The recreation department in turn provided supervision and after-school recreation programs for the children.

The Under Secretary concluded by stating that "every community has to be creative enough to work with their local agencies, and if you work at it hard enough, you can generally find a solution to all of these problems by working with the schools, working with profit and non-profit organizations like the United Way...and working with others who have or want that responsibility."

CORPORATE CONTRIBUTIONS TO THE NEEDS OF THE ABSENT PARENT

Mrs. Lamar (Honey) Alexander, Board Member of Corporate Child Care, Inc., and former First Lady of Tennessee, has headed numerous task force programs aimed at providing child care. She spoke of her successes in forging working partnerships with corporations, non-profit community groups, civic leaders and state officials in addressing the child care and latchkey problems in her state.

Mrs. Alexander discussed the successes of the Governor's Task Force on Daycare, on which she served. The task force, formed in 1986, produced significant results, including the creation of 2,000 new child care spaces (1,000 had been the goal); an increase in the number of employer-sponsored child care programs from 20 to over 70; and the creation by the state of its own child care program for its employees. Mrs. Alexander noted that the task force was successful because all interested parties were involved in identifying the problems and planning the solutions, including state officials, educators, school board representatives, parents, employers, child care providers and advocates, and legislators.

Mrs. Alexander also described some of the services offered by Corporate Child Care, Inc., including assisting corporations in assessing the child care needs of their employees, providing information and referral resources, and actually setting up programs and centers.

Businesses are finding that they have a stake in latchkey and child care. As recruitment focuses on women with children, employers are finding it cost-effective to offer child care programs. Costly employee turnover and absenteeism are just two of the many problems faced by employers who do not accommodate employees with child care needs. Mrs. Alexander noted that parents feel guilty and worry about their latchkey children: "This guilt leads to the 3:00 syndrome...the loss of productivity and high error and accident rates as parent-employees turn their minds to their children around the time that school lets out. The result is not good for the child, not good for the parent, and not good for the employer."

Mrs. Alexander also discussed the importance of providing for sick child care, because a significant amount of employee time is lost to the care of sick children. "Sick child care services are designed to provide professional,

"How we take care of children affects all of us. If we fail in caring for our children today, the problems of the future will be even greater."

Mrs. Lamar (Honey) Alexander Corporate Child Care, Inc.

personalized care so that parents can go to work. These programs are developing across the country in rapid-fire... and many of them are supported by corporations."

Mrs. Alexander cited the advantages employers involved with child and latchkey care have experienced: "increased productivity, reduced absenteeism and tardiness, reduced turnover and related costs for hiring and training employees, recruitment advantages, improved morale, maximum workforce flexibility, and enhanced public image."

"We need no national nanny."

Virginia Lamp Thomas
U.S. Chamber of Commerce

Virginia Lamp Thomas, a labor relations attorney for the U.S. Chamber of Commerce, echoed many of Mrs. Alexander's views on the need for employer involvement in child and latchkey care. She also argued against federal government involvement in regulating and controlling child care, remarking, "We need no national nanny."

The entire employee benefit field is changing because employees' needs are changing. In order to attract the best qualified employees, employers must offer flexible benefits. Mrs. Thomas noted that everything from liberalized leave programs to flex-time or home-based work to job sharing, day care vouchers, sick child care vouchers and on-sight day care facilities are being offered by employers.

Regarding federal involvement and regulation, Mrs. Thomas spoke of the policy statement the Chamber Board unanimously adopted in early 1988 which recognizes the demographic changes of the work force and encourages employers to respond voluntarily to the needs of employees with a number of different programs. The statement also stipulates that the federal government should resist the temptation to mandate specific employee benefits; regulate previously unregulated industries; subsidize or compete unfairly with private sector day care centers; or impose a costly and monolithic federal child care program. Mrs. Thomas further stated that "the federal government should limit its role to addressing the liability insurance crisis as a factor in day care shortages where they exist, provide incentives to improve the affordability and availability of child care, and identify the programs and demonstration projects that are working and disseminate information about these programs. Any regulation of day care providers should occur at the local level."

Three programs were introduced as examples of how businesses have become active participants in addressing child care needs. Two are providing resources and education, while the other is offering complete child care services to its employees and the local community on a 24-hour-a-day basis.

Allan Northcutt, Division Manager of Public Relations in Southwestern Bell's Washington office, discussed his company's "Phone Pal" program. This telephone reassurance program links latchkey children with older volunteers who call the latchkey child at home, at an agreed-upon time either before or after school, to check on his or her well-being. Southwestern Bell acts as the sponsor and facilitator, but once the senior citizens are matched with the children and all screening, safety, and educational briefings are completed, the company steps aside and

allows selected community leaders to continue management of the program.

Mr. Northcutt made an interesting observation about his and other large corporations' desire to become involved in community outreach programs such as this. He said that all a community need do sometimes is ask. "We've not been approached by the education community in most states saying, 'Mr. Big Businessman, here's what you could do to help your business and help children and parents'... You'd be amazed at the amount of money that's available to be given away in this country... I think business is a giant, untapped resource to education in general, and to this particular issue."

"Our telephone company is working very hard right now trying to shape some major initiatives in the area of education because it's so important to us as an employer."

Allan Northcutt
Southwestern Bell Corporation

In a similar outreach effort, the Whirlpool Corporation is involved in a comprehensive new latchkey program. "Project Home Safe," funded by a Whirlpool Foundation 3-year grant of $750,000, is co-sponsored by the American Home Economics Association. Dr. Sally Koblinsky, Director of Project Home Safe, spoke of the goals of this ambitious program, which is to be implemented across the nation. The thrust of Project Home Safe is to provide education, training and resources for latchkey children and their parents. The grant will be used to prepare home economists across the country to work with parents, schools, churches, social service agencies, and a number of civic groups to design and carry out effective solutions to the latchkey problem. By teaching the children how to safely operate major home appliances, prepare meals, and develop their interests and hobbies, the training groups hope to keep the children active, interested, and safe while on their own. Research, safety kits and a toll-free 800 number are just a few of the resources being provided through this program.

"These types of programs may save communities the financial and very human costs of things like delinquency, teenage pregnancy, drug abuse, school dropouts, and emergency hospital admissions."

Dr. Sally Koblinsky
Project Home Safe

Such problems as high turnover and absenteeism of a mostly female workforce prompted Nyloncraft, Inc., a plastics manufacturer, to open a 24-hour day care facility. Loretta Jacobson, director of the Nyloncraft Learning Center in Indiana, spoke of this award-winning, fully functioning education and day care center. The center is routinely visited by representatives of other companies nationwide interested in replicating their program.

The day care and learning center is available 24 hours a day to employess at minimal cost for each of the three 8-hour shifts run by the plant, and is also open to the local community. The company transports children by van from 35 local schools to the center. The children, who range in age from 24 months to 12 years old, are cared for by staff at a 15:1 ratio. Handicapped children are also served. Education is stressed, including special homework sessions each day in cooperation with the children's teachers. Enrichment programs include such offerings as a rolling library, an adopt-a-grandparent program, sports, gardening, and many other innovative activities including summer camp and field trips. In elaborating on the center's field trips, Ms. Jacobson noted that "a lot of the other day care centers in the area cannot provide these enrichment trips for their day care centers due to the liability and insurance costs. Because we're a corporate-sponsored day care center, we benefit because we're under a blanket policy with the company itself."

"Nyloncraft Learning Center offers an educationally oriented program, nutritional meals, and a warm and loving atmosphere...we try to serve as a surrogate parent."

Loretta Jacobson
Nyloncraft, Inc.

Ms. Jacobson noted that, due to the establishment of its learning center, Nyloncraft, Inc. has realized great financial savings through reduced absenteeism, less employee turnover, and reduced training and recruitment expenses.

PRIVATE AND COMMUNITY RESOURCES

There is clearly a growing demand for latchkey and child care services, as more mothers enter the work force. It is also clear that the child care market is responding to this growing demand. Parents currently choose from a variety of child care options, and the child care market reflects enormous diversity. Not only are employers offering a variety of options to their employees, but the community and the private sector are offering programs and resources as well.

"The private sector has been responding to needs for after-school care and before-school care for many years."

Shelle Frazer Millington
A Child's Place, Inc.

A Child's Place, Inc., which has three child care centers and two private schools serving 435 families, is an excellent example of how the private sector has responded to the needs of families for before- and after-school care, as well as traditional child care. Shelle Millington, an owner of A Child's Place, Inc., discussed the company, which leases space in a public school which was forced to close due to changing demographics. Not only does the center provide a much-needed community service, it also generates tax and lease revenues, thus providing a service at no cost to the general taxpayer.

Mrs. Millington pointed out that 65 percent of all child care in this country is private, for-profit and taxpaying child care. She stated that private child care is an important and successful option because of its cost-effectiveness and value. Mrs. Millington asserted that private child care is more cost-effective than public or government-sponsored care, citing as an example the School-Aged Child Care (SAC) program in Fairfax County, Virginia, which was designed to serve the latchkey children in the county. "Only about half their $10 million budget goes toward actual child care. The rest of those tax dollars are spent administering the Office of Children and the bureaucratic functions it has constructed for itself," she stated. By contrast, she noted that "private child care providers make every dollar of tuition count for quality care because they have to in order to survive in the marketplace...only government can reach into the bottomless supply of tax funding and other subsidized care, in effect creating a middle-class entitlement program."

On the issue of quality control of private child care providers, Mrs. Millington responded that the open marketplace has proven to be the best ensurer of high standards: in private care, "competition ensures that bad apples go out of business."

Maria Salvadore, Coordinator of Children's Services for the District of Columbia Public Library, spoke about the role libraries can play as a community resource. She said: "Public libraries exist within the context of a community and the broader society. As such, they are or can be an integral component of the community in a unique role which clearly relates to the absent parent and, of course, the children."

Ms. Salvadore pointed out that the public library does not provide direct child care, is not an institution of formal learning, and does not serve directly as a recreational facility. It does, however, respond to these issues and addresses the expressed and perceived needs of the community through information and services for children, parents, and adults working with children.

"Information can empower parents, and knowledge of community resources may help parents gain that control."

Maria Salvadore
Martin Luther King Library

Many library systems throughout the United States have developed information systems which can help parents identify local resources including day care, camp facilities, after-school care, public and private schools, and much more. Libraries can work with communities to develop effective information networks and to promote the use of these resources as information empowers parents and the community.

Ms. Salvadore said that libraries are often viewed as merely a quiet community resource. This is no longer the case. She noted, "With community involvement and encouragement, libraries support parents and children in often unexpected ways extending far beyond the walls of the library."

As Director of Early Childhood Education for the Association of Christian Schools International, Eunice Dirks presented the views held by many involved in religious-affiliated child care. She touched upon some of the same themes mentioned by Under Secretary of Education Linus Wright, including the belief that character development must be taught in a loving environment. From this, she asserted, children will develop a positive self-image. "We strive to help them believe in themselves and believe in standards of behavior...we want children to know their worth." Ms. Dirks also spoke of the need for parents to participate in their child's educational development: "We long for parents to teach their child and to continue to encourage them to be well-disciplined children, to have respect for authority...and we long to foster a love for learning."

"I work with many, many mothers who do not have to work but do not receive the challenge there is in child rearing...so we offer a challenge to parents to stay home."

Eunice Dirks
Association of Christian Schools International

Judes Ziemba, Director of Resident Development for Genesis Health Ventures, Inc., outlined this intergenerational program which has received national attention. The program matches senior citizens in nursing and retirement homes with latchkey children in the public school system who are in need of after-school supervision, instruction and care.

A whole host of programs have been designed around these intergenerational groups, including history, spelling bees, art, music, and drama. Ms. Ziemba said the program is offered free to the community and that its performance is constantly evaluated. "The outcome of this program was that the children who were coming into the facility had actually improved on their attendance records, had better behavior patterns which were noticed by the schools, the parents and the residents."

"What makes this intergenerational program so unique is its ability to foster sensitivity, awareness, and values towards the population mix."

Judes Ziemba
Genesis Health Ventures, Inc.

The program has become such a success that, starting in the fall of 1988, there are plans to replicate the program to 12 pilot sites in six states. Ms. Ziemba believes that programs such as hers serve "as an alternative to child day care and should be made part of the spectrum of possibilities for latchkey children and their parents."

PERSPECTIVES FROM THE FRONT LINES

"When we put programs into effect which substitute for the family, we are treating the symptom and not the disease."

David Halbrook
Mississippi State Representative

State Representative David Halbrook (D-MS), in conjunction with a paper submitted after the conference, described what state legislatures can do and are currently doing to solve some of the absent parent issues.

As Board Member of the American Legislative Exchange Council, Representative Halbrook noted that since 1984, 48 states have enacted over 300 laws to help meet the needs of two-income and single-parent families. This is in addition to the programs that provide one or more elements for child care in the form of funding, training for providers of child care, and health and safety regulations that currently exist in all 50 states.

State legislatures have addressed the need for child care through their tax codes; 29 states help subsidize day care to families through the tax code. One such trend involves tax breaks to businesses that provide direct or indirect child care assistance for the dependents of their employees. Twenty states provide tax credit subsidies to parents for the costs of child care and an additional 8 states accept certain percentages of child care expenses as a tax deduction.

Representative Halbrook indicated that 15 states now sponsor resource and referral programs to provide information and consultation to parents and employers on the availability of local child care services. California has the nation's most comprehensive resource and referral network, with some 65 agencies statewide that furnish technical assistance and training for child care providers, offer community education on quality child care practices, and work with local communities in developing new child care resources.

In order to demonstrate to the private sector the value of child care in recruiting new personnel and to demonstrate successful design and operation of child care facilities, states have developed Model Child Care Facilities. New York offers the largest "model employer" child care program for the private sector, operating 35 child care centers for state employees with dependent children. Illinois is currently operating a pilot project, along with the Chicago Community Trust, for 10 new centers.

Child care assistance is often targeted in states to low-income families. Under the provisions of the Federal Social Services Block Grant Title XX funds, states are allowed flexibility in addressing the needs of low-income working parents, whether or not they receive other forms of public assistance. Notable, however, are the states of Alaska, California, Montana and Oregon, which use only state funds to assist low-income families with child care.

In eight states, day care is a component of overall welfare reform. In such programs, mothers with children over a specified age are required to participate in job training or employment search programs. In these programs, child care is paid for through vouchers given directly to the participating parents to cover expenses in state day care centers. Mothers of younger children may take part in the programs voluntarily. In such programs, the state generally offers transitional child care after the parent is employed

for a period of three months to a year. Programs of this type are currently underway in Alaska, New Mexico, and Minnesota.

In summing up the activities of states, Representative Halbrook said, "State governments have been, and continue to be, dynamic and in the forefront in their response to the absent parent issue and the need for quality child care."

As Administrator of the Family Support Administration at the U.S. Department of Health and Human Services, Wayne Stanton brought to the discussion his perspective on the devastating financial effects on unwed mothers and their children when the fathers do not accept responsibility for mother and child. Mr. Stanton said, "The absent parent or an unwed mother is the largest single reason for public welfare dependency in this nation...of all the people that ask for Aid to Families With Dependent Children assistance, almost 54 percent are mothers who have children out of wedlock."

The picture is bleak for teenage mothers when the father is absent. Many drop out of school and are caught in the vicious welfare cycle, unable to break out because of the increasingly technical nature of the job market. He noted, "Teenage mothers who drop out of school are so very often alone, and they are committing themselves to a long-term life of poverty and welfare, social and environmental decay, poor health, both physically and mentally, and often times, social and personal despair."

"We need to tell the kids today about what the government is doing and going to do with respect to child support...I want it understood that if you help make a child, you assume a responsibility for at least 18 years."

Wayne Stanton
Family Support Administration, HHS

Mr. Stanton outlined the mandate to establish paternity and the resources used to track down the absent father. He sounded the battle cry on the problem, stating, "I want them all to know now that my office has access to every single record in these United States, including the IRS, Social Security, Defense Department records...we want all of these kinds of things to work in locating and identifying who the father is."

Mr. Stanton also cited the need to develop new courses and approaches to dealing with this critical and growing social problem. He suggested the schools can have a role in breaking this dangerous trend. "In the education system today, I think we have got to be talking with the students before they drop out and become a single parent ...we need to have a school course or subject in, say, the ninth grade called "Reality Education"—explain the likelihood of entering the real world, without an education or a saleable skill or with a child or children to care for before one is really ready or prepared."

Mrs. William J. (Elayne) Bennett has been involved in such a program, which targets teenage girls and encourages them to defer sex until maturity. Mrs. Bennett cofounded the "Best Friends" program, which developed out of conversations she had with Phyllis McGrab at the Georgetown University Child Development Center. The program offers guidance and support to adolescent girls as they learn to cope with growing up. "We are concerned that the girls who will be the future mothers of the new generation develop a sense of self-worth and a healthy and happy approach to life," Mrs. Bennett said. The program is based on building a support network of peers and adults

"The message is that sex is never a test of love...we help young people understand the difference between love and infatuation."

Mrs. William J. (Elayne) Bennett
Georgetown University

who cooperate in friendship, and who reinforce each other in the decision not to have sex in high school.

The program works. After the Best Friends session, 71 percent of 115 tenth grade girls at a suburban high school said they agreed that sex should wait until after high school, and 65 percent said they would like to be part of the Best Friends network in which the girls support each other in not having sex while in high school. Of the ninth grade girls, 56 percent said they thought sex should wait, and 74 percent found the session worthwhile. After several sessions at an inner-city pilot junior high school, 61 percent thought sex should wait, and 100 percent said they would like to be part of a Best Friends network. Mrs. Bennett said that "these percentages give us the encouragement we need from our pilot study to proceed with our program for the 1988-89 school year."

"We are providing our children very little nurturing, caring, language development and socialization skills...which would inculcate the values of our society and instill what parenting and growing up ought to be."

John Ourth
Principal, Highwood, Illinois

John Ourth, Principal of Oak Terrace School in Highwood, Illinois and former President of the National Association of Elementary School Principals, discussed single-parent issues from his viewpoint at the frontlines of American education. Like Mr. Stanton and Mrs. Bennett, he spoke out on the need to reverse the current trends that have led to increasing numbers of single-parent families. He noted that children from single-parent families tend to have a lower academic performance than their counterparts coming from traditional families, saying, "It's difficult to isolate the one factor about single-parent families that causes a difference in school achievement, but for far too many children, it does cause a blip in their academic learning and in their participation in those activities surrounding the school." Mr. Ourth added, "Research and common sense has certainly shown that when young children are given a nurturing, caring environment, they do not become a burden on society at a later date."

CONCLUSION

As we look to the future, the success of our nation's children in education and in life will depend on parental responsibility and involvement in their children's education and upbringing, and on the involvement of business, industry, state and local governments, and communities in forming partnerships which address the needs of the absent parent. Within this context, the freedom of parental choice, the need for flexibility of options, and freedom from governmental discrimination against child care providers and parents who choose to stay home to care for children, will be contributing factors in the personal and professional successes of our young future citizens.

Education Department Consultant Garland McCoy, IACE Executive Director Gwen Anderson, and IACE Assistant Laurie Gethin collaborated in writing this report.

Biographies of Speakers and Panelists

MRS. LAMAR (HONEY) ALEXANDER is a Board Member and Director of Research for Sick Child Care of Corporate Child Care, Inc., a company dedicated to providing child care solutions for employers, parents, and children. Corporate Child Care is presently working with 12 employers to develop child care services for their employees. She served as Chairman of Tennessee's Health Children Initiative and as a member of the Governor's Task Force on Day Care and the Governor's Task Force on Youth, Alcohol, and Drugs. She chaired the Governor's Task Force on the Prevention of Mental Retardation and serves on numerous other state and community agency boards. Alexander is a member of the national board of directors of Family Service America, Inc. and of the national board of directors of the Public Broadcasting Service. In 1985, the Tennessee Association for Young Children presented her with a special award for her significant contributions to the field of early childhood development. She is widely recognized across Tennessee and nationally for her commitment and leadership on behalf of families and children.

MRS. WILLIAM J. (ELAYNE) BENNETT received her M.Ed. in Special Education from the University of North Carolina at Chapel Hill. As a doctoral student there, she concentrated on resource and program development for special needs students and their families. She has provided teacher training and program evaluation nationwide for seven years as the Project Coordinator of an Office of Special Education grant to the Chapel Hill Outreach project. Her interest in adolescent issues prompted her to organize a group of teen-age girls from private and public schools in the Washington, D.C. area. The basis of their discussions was the videotape *How Can I Tell When I'm Really in Love?*, produced by Paramount Pictures. Bennett is co-founder of "Best Friends", a pilot project of the Georgetown University Child Development Center, which is designed for girls in grades 6 to 12 to foster self esteem, promote responsible behavior, and to present reasons for deferring sexual relationships.

DOUGLAS J. BESHAROV is a lawyer and a resident scholar at the American Enterprise Institute for Public Policy Research in Washington, D.C., where he directs the Project on Social and Individual Responsibility. Besharov was the first Director of the U.S. National Center on Child Abuse and Neglect. Before that, he was the Executive Director of the New York State Assembly Select Committee on Child Abuse. Currently on the Adjunct Law Faculties of Georgetown University and American University, Besharov has taught family law, torts, and criminal law at New York University, the University of Maryland, the College of William and Mary, and Osgoode Hall Law School in Toronto, Canada. Mr. Besharov is the author of over 50 articles and 8 books. In the area of social welfare policy,

his current research interests include the relationship between family breakdown and family poverty, child support enforcement, child abuse and neglect, and welfare reform. In the area of legal policy, his current research interests include professional and products liability, tort reform, and the legal implications of rationing access to advanced medical techniques.

EUNICE ELIZABETH DIRKS was born and raised in Los Angeles. She is a graduate of Pepperdine College with a major in Educational Psychology. Her Master's Degree is in Administration. For six years, Dirks taught in public education in Los Angeles and Dallas. While teaching in the Dallas schools, she accepted the challenge from her pastor to start a Christian school with him in Irving. Dirks worked in Christian schools for 12 years as a teacher and a principal. In July 1972, Dirks became Director of Early Childhood Education for the Association of Christian Schools International. She has served on the summer faculty of the National Institute of Christian School Administration at Grace College, Indiana, and the Western Institute of Christian School Administration at Biola College, California. For 12 years, Dirks was a consultant for Scripture Press.

JAMES EGAN is a child, adolescent, and adult psychiatrist and psychoanalyst. He is currently professor of Child Health and Development and of Psychiatry and the Behavioral Sciences at George Washington University School of Medicine. Egan is Chairman, Department of Psychiatry, Childrens Hospital National Medical Center, Washington, D.C. He is especially interested in the interface between family functioning and child development.

PATRICK F. FAGAN is Executive Vice President of the Free Congress Research and Education Foundation, Washington, D.C. He previously served as Director of the Child and Family Protection Institute. He founded Performance Improvement Programs and cofounded the North American Social Science Network. Before that, he was Vice President for Development of the Christendom Educational Corporation in Arlington, VA. Fagan received a Bachelor of Social Science from the University of Dublin and a Diploma in Psychology from University College in Dublin. He has been a grade school teacher in Cork City, Ireland and a clinical consultant in behavior at General Hospital Sault Ste. Marie in Ontario. Fagan was associate professor of psychology at John Abbott College, Montreal, and training consultant to the Jewish General Hospital, Montreal. He is working on a Doctorate in Clinical Psychology at American University.

C. EMILY FEISTRITZER is Director of the National Center for Education Information and Publisher of *White House Weekly, NCET Reports, Teacher Education Reports,* and *Health Education Reports.* She is the author of nine books: *Profile of School Administrators in the U.S.; Teacher Crisis: Myth or Realty?; Profile of Teachers in the U.S.; The Condition of Teaching: A State-by-State Analysis; Cheating Our Children: Why We Need School Reform; The Making of a Teacher: A Report on Teacher Education and Certification; The American Teacher;*

and *Giant Steps Through Science*. Feistritzer previously was the coordinator of the U.S. Commissioner of Education's National Teacher Development Initiative. Before that, she was Director of Union Graduate School, Yellow Springs, Ohio; Director of the Teacher Corps and Assistant Professor of Teacher Education at the University of South Carolina; instructor of student teachers at Indiana University; and high school science and mathematics teacher in Covington, Kentucky. Feistritzer received her B.A. from Thomas More College in Covington; her M.T.S. at the College of William and Mary College; and her Ph.D. from Indiana University.

DAVID M. HALBROOK is a State Representative in the Mississippi Legislature. He was first elected in 1968 and has held numerous leadership positions. Halbrook currently serves as Chairman of both the County Affairs Committee and the Inter-State Cooperation Committee. He is also a member of the Energy and Appropriations committees. In addition, he is First Vice Chairman and Board Member of the American Legislative Exchange Council. Halbrook is President of Halbrook Real Estate, Inc; Secretary-Treasurer of both Kosciusko Commercial Developers, Inc. and Progressive Development Corporation; and Managing Partner of AMTA Farms, Halbrook Brothers, the Eudora Deal, and the Belzoni Deal. Halbrook attended the University of Mississippi and served in the Naval Air Corps.

LORETTA JACOBSON is Day Care Director of Nyloncraft Learning Center, Inc., Mishawaka, Indiana, which is the only 24-hour, company-sponsored day care in the Midwest. She worked for the South Bend School Corporation before being appointed to the South Bend School Board, where she subsequently served as Secretary, Vice President, and President. Jacobson served on Governor Orr's Committee on Human Support Services Initiatives for the Year 2000 and on Lt. Governor Mutz's Committee on Day Care Issues.

GORDON S. JONES is Vice President of the Heritage Foundation for Government and Academic Relations. He is responsible for delivering Heritage Foundation policy positions to decision-makers in the executive and legislative branches. This position also involves development and maintenance of the Heritage Foundation Resource Bank, a network of 3,000 academics and 300 public policy research institutions across the U.S. and in foreign countries. From May 1981 to January 1984, he was President of Jones INK, an editorial and consulting firm. Before that, he held positions as: Senate Liaison for the Department of Interior; Energy Analyst for the Senate Republican Policy Committee; and Legislative Director for Senator Jake Garn. From June 1972 to December 1974, Jones was Director of Congressional Relations for the Office of Pesticide Programs at the EPA. Prior to that, he served from September 1969 to June 1972 as Legislative Assistant to Congressman Sherman Lloyd. Jones received his B.A. in American History from Columbia College; M.A. Ed. from Stanford University; and M.Phil. in Political Science from George Washington University.

SALLY A. KOBLINSKY is an educator with long-term experience in the fields of child development and family studies. She is nationally recognized for her research on parenting, family life education, non-sexist education, and volunteer training. A professor in the School of Family Studies and Consumer Sciences at San Diego State University until 1986, Koblinsky has published widely, served as a consultant to business and government, and been a consulting editor for scholarly journals. She holds an A.B. in Psychology from the University of California/Santa Cruz; a master's degree in Developmental Psychology from San Francisco State University; and a doctorate in Human Development and Family Studies from Oregon State University. Koblinsky is currently serving as Director of Project Home Safe, a national program sponsored by the American Home Economics Association and the Whirlpool Foundation. This three-year project is designed to improve the welfare of latchkey children and includes training, research, standards development, and a national research center on school-age child care.

SHELLE FRAZER MILLINGTON is an educator, having been involved with children most of her life. She is part of a family-owned business that includes three child care centers and two private schools serving 435 families whose children are infants through age 12 years. Millington received her Bachelors Degree at Boston University and Masters Degree at the University of Wisconsin, Madison.

ALLAN NORTHCUTT is Division Manager for Public Relations in Southwestern Bell's Washington office. His responsibilities include consumer affairs, constituency communications, and news relations. Prior to joining the company's Washington office in 1985, Northcutt was Division Manager for External Communications for Southwestern Bell Telephone Company at its headquarters in St. Louis. He was responsible for community relations, consumer relations, news relations, and public relations research and planning. Since joining the company in 1968, Northcutt has held numerous public relations positions in Kansas and Missouri.

JOHN OURTH is past president of the National Association of Elementary School Principals (NAESP). He is also principal of Oak Terrace School in Highwood, Illinois. Ourth received a B.A. from Graceland College, an M.S. from Western Illinois University, and has completed advanced study at George Peabody College in Nashville. The Illinois Office of Education selected him the Outstanding Administrator of the Year in 1975. Ourth has spoken and presented workshops in 46 states and Canada. His motivational message about what's right in education has been an inspiration for thousands of teachers, parents, and administrators. Ourth's latest book, *Help for Children of Divorce,* has been widely accepted as a model for schools when working with children from single parent households. He served as project consultant to the National PTA and the National Association of Elementary School Principals. He is a former commercial fisherman and auctioneer.

ELIZABETH RUPPERT has worked in the family policy field as a Washington liaison to the Society for Research in Child Development; special assistant to the executive director of the International Year of the Child: Federal Interagency Effort; a research associate with the U.S. Department of Education's National Institute of Education; and as a special assistant to the deputy assistant secretary, Office for Educational Research and Improvement, U.S. Department of Education. Ruppert is active in civic activities relating to family policy, including appointments to the Fairfax County Child Care Advisory Council and the Fairfax County/Falls Church Mental Health and Retardation Board. She has also served as a vice-president of the Northern Virginia Mental Health Association.

BRAD SACHS received his A.B. from Brown University and his Ph.D. from The University of Maryland, College Park. A clinical psychologist specializing in marital and family therapy, Sachs has published and lectured extensively on many aspects of child and adult development. In 1987, he opened the Father Center, a clinic and resource exchange for new, expectant, and experienced fathers. Sachs has presented numerous seminars and workshops on fathering and family issues. His book, *Finding the Father Within: How to Psychologically Prepare for Parenthood,* is due to be published in 1989.

MARIA B. SALVADORE currently serves as the Coordinator of Children's Service for the District of Columbia Public Library, a system comprised of a central downtown library, twenty full-service branches and five satellite agencies. For over ten years, Salvadore has been an active member of the Association for Library Service to Children and now serves on the Board of Directors. Salvadore has taught graduate-level courses in children's literature at Simmons College in Boston and at the University of Maryland, College Park. She is actively involved in the Washington, D.C. Children's Book Guild and the D.C. Library Association.

WAYNE A. STANTON was appointed on April 4, 1986 as Administrator of the Family Support Administration by Health and Human Services (HHS) Secretary Otis Bowen. Prior to this appointment, Stanton served for over four years as Regional Director of the HHS Region V office in Chicago. A 30-year veteran of government service, Stanton was Administrator of the Indiana Department of Public Welfare from 1973 to 1981. He also served, from 1959 to 1973, as Director of the Marion County Department of Public Welfare, Indianapolis, Indiana. He has held professional positions in the Department of Corrections in both Indiana and Michigan. Stanton received his Bachelor's and Master's degrees from Michigan State University, graduating with academic honors.

CONGRESSMAN THOMAS TAUKE has been elected six times to represent Iowa's second congressional district in the U.S. House. Tauke serves on the Energy and Commerce Committee, considered one of the most powerful panels in Washington. As a member of the committee, he has become a national leader in health care, transporta-

tion, telecommunications, and the environment. As a member of the Education and Labor Committee and the Select Committee on Aging, Tauke is a recognized advocate for the most vulnerable in our society: children and the elderly. His efforts have been bolstered by a high ranking position on two subcommittees. Tauke is Vice Chairman of both the Subcommittee on Retirement Income and Employment, which has jurisdiction over the Social Security program, and the Subcommittee on Human Resources, which oversees many programs assisting both young and old. A member of the Postsecondary Education Subcommittee, Tauke has played a leading role in shaping student aid programs. Tauke is a member of the Congressional Rural Caucus and the Rural Communities Task Force. A life-long resident of Iowa, Tauke received a B.A. degree from Loras College in Dubuque, where he served as student body president. He received his juris doctorate from the University of Iowa College of Law. While in college, he worked as a political reporter for the *Dubuque Telegraph Herald* and as a Midwest correspondent for the *New York Times*. After graduation, he was a member of the Dubuque law firm of Curnan, Fitzsimmons, Schilling, and Tauke. In 1974, he was elected to the Iowa Legislature and was re-elected in 1976. An active leader in community affairs, Tauke is a trustee for both Mt. Mercy College in Grand Rapids and the Herbert Hoover Presidential Library in West Branch.

VIRGINIA THOMAS is a Labor Relations Attorney for the U.S. Chamber of Commerce. She has responsibility for numerous labor and civil rights issues including immigration, parental and medical leave, comparable worth, the Davis-Bacon Act, and equal employment issues. Thomas represents the interests of the business community on labor issues to Congress, regulatory and judicial agencies, and Administration officials. She has sponsored briefings on the Hill; testified before congressional hearings; participated in television and radio programs; spoken before numerous audiences; written extensively on labor and civil rights issues; organized coalitions; and chaired numerous rallies to activate others on her issues. Prior to joining the Chamber, Thomas served as Legislative Director for Congressman Hal Daub (R-NE) and worked at the National Labor Relations Board under Chairman Donald Dotson. She graduated with honors from Creighton University in Omaha, Nebraska and went on to receive her law degree from Creighton University.

ROBERT L. WOODSON is President of the National Center for Neighborhood Enterprise and Chairman of the Council for a Black Economic Agenda. He was formerly resident fellow and director of the American Enterprise Institute's Neighborhood Revitalization Project and previously directed the National Urban League's Administration of Justice Division. He also has directed national and local community development programs that include work among a broad cross-section of the American public. He received a B.S. from Cheyney State College, an M.S.W. from the University of Pennsylvania, and attended the University of Massachusetts doctoral program. Woodson serves on President Reagan's Board of Advisors

on Private Sector Initiatives and a number of other boards including the Rockford Institute, Americans for Tax Reform, and American Association of Enterprise Zones. He is the recipient of the Outstanding Public Service Award, The Georgia Coalition of Black Women, Inc., June 1986; Freedom Foundation at Valley Forge 1985 George Washington Honor Medal; 1985 National Association of Neighborhoods Outstanding Service to Neighborhoods Award; the Leslie Pinckney Hill Humanitarian Award, Cheyney State College Alumni Association, 1983; and the National Black Police Association Outstanding Service Award, 1980.

LINUS WRIGHT was nominated by President Reagan as Under Secretary of the U.S. Department of Education on October 15, 1987; confirmed by the Senate on November 20; and sworn in on November 24. From August 1978 to November 1987, Wright served as Superintendent of the Dallas Independent School District—one of the nation's largest. Previously, Wright was Assistant Superintendent for Administration for the Houston Independent School District from 1974 to 1978 and its Chief Financial Officer from 1971 to 1974. Wright began his education career in 1949 in Denison, TX as a coach and eighth grade teacher and was named principal in 1953. He was with the Sherman, TX schools from 1954 to 1960. From 1960 to 1963, Wright was Business Administrator for the San Angelo, TX schools and, from 1963 to 1971, held a similar position for the Lubbock Independent School District. Other professional experience of Wright includes service as an infantry officer in the U.S. Army and 21 years service in the Army Reserve. He received his bachelor's and master's degrees from Austin College, Sherman, in 1949 and 1951, respectively, and an honorary doctor of laws degree from the same institution in 1979. He also received an honorary doctor of laws degree in 1979 from Abilene Christian University.

JUDES ZIEMBA, Director of Resident Development for Genesis Health Ventures, Inc., has received state and national attention for her ability to provide educational and intergenerational programs for nursing and retirement home residents. She has spent ten years as a certified recreational therapist and director of resident development for 27 nursing, retirement, and rehabilitation centers in New England and Mid-Atlantic areas. Ziemba has written: three study guides; *Education Has No Limitations; Drama and Plays for the Older Thespian;* and *Training and Certifying Your Volunteers.* Ziemba is also author and director of the play, *Medievil Times;* contributing author of *Creative Arts with Older Adults;* and has written many publications for such health magazines as *Geriatric Nursing* and *The Provider,* published by the American Health Care Association. She received the Massachusetts Better Life Award in 1986; the Certificate of Achievement Award for Successful and Professional Women in 1987; and has been included in the "Who's Who of Successful and Professional Women." Ziemba has gained national attention for her contributions to two television documentaries, *Educational Parameters for the Elderly* and *The Magic Mix.*

Conference Participants

AARONSON, May	National Institute of Mental Health
AGNEW, Beth	National Federation of Parents for Drug-Free Youth, North Dakota
ALEXANDER, Mrs. Lamar (Honey)	Corporate Child Care, Inc., Tennessee
BAILEY, Ann	U.S. Department of Education
BAREFIELD, Ann	Springfield, Missouri Public Schools
BECK, Marlene	U.S. Department of Education
BELTER, Catherine	National PTA, Illinois
BENNETT, Mrs. William (Elayne)	Best Friends Program, Georgetown University
BESHAROV, Doug	American Enterprise Institute
BLACKMAN-WILLIAMS, Carmen	D.C. Society for Crippled Children
BREEDLOVE, Carolyn	National Education Association
BRIDGETTE, Dolores Langford	U.D.C. Extension Home Economist
BROSNAN, James	Scripps Howard News Service
BROWN, Michael	U.S. Department of Education
BRUNELLI, Sam	U S. Department of Education
BURKETT, John	U.S. Department of Education
BURNET, Lining	U.S. Department of Education
CHAVEZ, Gilbert	U.S. Department of Education
CIBOROWSKI, Paul	American Mental Health Counselors Association, New York
CORNELIUS, Genevieve	U.S. Department of Education
COTTINGTON, Kristin	U.S. Department of Education
DALIOT, Jose Ortiz	Puerto Rico Federal Affairs Administration
DEVARICS, Chuck	Report on Preschool Programs

DIETZ, Allan	Congressional Fellow, NOAA
DIRKS, Eunice	Association of Christian Schools, California
DORSETT, Beryl	Assistant Secretary for Elementary and Secondary Education, U.S. Department of Education
DOTSON, Ann	Office of U.S. Senator Jesse Helms
EASTON, Michelle	Director of Intergovernmental Affairs, U.S. Department of Education
EGAN, James	Children's Hospital National Medical Center
FAGAN, Pat	Free Congress Research and Education Foundation
FEISTRITZER, C. Emily	National Center for Education Information
FISHER, Chris	U.S. Department of Education
FITZGERALD, Doug	U.S. Department of Labor
FOW, Chris	Education U.S.A.
FUREY, Ann	Registered Nurse, Virginia
FUREY, Frank	U.S. Department of Education
GAINES, Claudia	U.S. Department of Education
GANNON, Mary Ellen	Georgetown University Child Development Center
GETHIN, Laurie	Intergovernmental Advisory Council on Education
GOLD, Debbie	Education Week
GRASSO, Chris	Education Daily
GREER, Peter	Deputy Under Secretary for Intergovernmental and Interagency Affairs, U.S. Department of Education
HAILEY, Armelia	U.S. Department of Education
HALBROOK, David	Mississippi State Representative
HALL, Susan Hlesciak	National Committee for Citizens in Education
HANSBROUGH, Connie	U.S. Department of Transportation

HARNISH, Verne	U.S. Department of Education
HICKEY, Caroline	Education Commission of the States
HOGUE, Larry	Dallas Morning News
HOLMGREN, M. Elizabeth	Bureau of Indian Affairs
HORN, James	Department of Defense
IRVIN, Kate	National Association of Independent Schools
JACOBSON, Loretta	Nyloncraft Learning Center, Indiana
JENSEN, Ronald	U.S. Department of Education
JOHNSON, Naomi	Mercy Hospital Board of Directors, Minnesota
JOHNSON, Wallace	School Principal, Anoka, Minnesota
JONES, Gordon	Heritage Foundation
KATZ, Irv	Medill News Service
KAVRUCK, Samuel	Washington Counseletter
KEALEY, Brother Robert	National Catholic Educational Association
KELLY, Art	U.S. Department of Education
KENDALL, Mary-Claire	U.S. Department of Education
KINNEY, Sandy	U.S. Department of Health and Human Services
KOBLINSKY, Sally	Director, Project Home Safe
KOCH, Wendy	Small Newspapers, Inc.
KOLLAR, Jack	Lithotone Printing, Indiana
LAMB, Jean	National 4-H Council
LINTON, Linda	U.S. Department of Education
LUCIER, Mary Grace	National Advisory Council on Educational Research and Improvement
MARTIN, Clarence	Hales Franciscan High School, Illinois
McMICHAEL, Kathy	National Commission for Employment Policy
McVAY, Cindy	Cheyenne, Wyoming School District
MILLINGTON, Austin	Millington Associates, California
MILLINGTON, Shelle Frazer	A Child's Place, Inc., Massachusetts
NADEL, Ruth	U.S. Department of Labor

NATHAN, Mary	National Child Support Enforcement Association
NIECE, Linda	Family Research Council
NEWMAN, Roberta	Child Care Development Associates
NORTHCUTT, Allan	Southwestern Bell Corporation
OURTH, John	School Principal, Highwood, Illinois
PARDE, Duane	American Legislative Exchange Council
PARKE, Kathleen	White House Office of Intergovernmental Affairs
PAYNE, Arlene	National Advisory Council on Educational Research and Improvement
PEKOW, Charles	Day Care U.S.A.
POWELSON, Richard	Knoxville News-Sentinel
REESE, Carolyn	Children Today Magazine
REGIER, Jerry	Family Research Council
ROBINSON, Barbara Brown	American Association for Counseling and Development
RUPPERT, Elizabeth	Consultant on Education and the Family
RUSTHOVEN, Linda	U.S. Department of Education
SACHS, Brad	The Father Center, Maryland
SAKS, Judy	Corporation for Public Broadcasting
SALVADORE, Maria	Martin Luther King Library
SAUNDERS, William	National Alliance of Black Educators
SCHOENY, Donna	Council of Chief State School Officers
SMITH, Belinda	District of Columbia Public Schools
SMITH, Celestine	U.S. Department of Education
SMITH, John	Triton Corporation
SMITH, William	House Republican Research Committee
SMYTH, Matthew	Jar-Mon Consultants
SNOW, Gary	Mt. Vernon, Washington Education Service District

STANTON, Wayne	Administrator, Family Support Administration, HHS
STEINMETZ, Robert	U.S. Department of Education
SWEETLAND, Elaine	United States Coast Guard
TALLMAN, Jill	BNA Pension Reporter
TAUKE, Thomas	U.S. House of Representatives
TESKE, Steve	Education Daily
THOMAS, Virginia Lamp	U.S. Chamber of Commerce
VAN KERREBROOK, Barbara	U.S. Department of Education
VOLDING, Merle	BancTec, Inc., Texas
WEBB, Willi	U.S. Department of Education
WEISSMAN, Rozanne	Corporation for Public Broadcasting
WELLS, Barbara	U.S. Department of Education
WIGGINS, Joanne	U.S. Department of Education
WILKINS, Periece	U.S. Department of Education
WILLIAMS, Allaire	U.S. Department of Transportation
WILMER, Mary Ann	Department of Defense Dependent Schools
WINTERTON, Joyce	National Council on Vocational Education
WONG, Mark	U.S. Equal Employment Opportunity Commission
WRIGHT, Linus	Under Secretary of Education
WOODSON, Bob	National Center for Neighborhood Enterprise
ZANTAL-WIENER, Kathy	Council for Exceptional Children
ZIEMBA, Judes	Genesis Health Ventures, Inc., Massachusetts